THE JOURNAL OF EDUCATION

Volume 131 **JANUARY, 1948** Number 1

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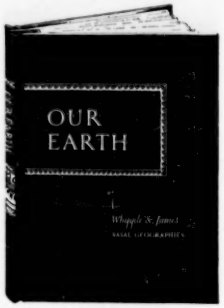

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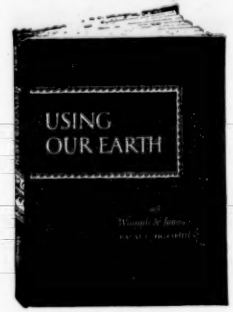

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as we go to press . . .

We find the threshold of A.D. 1948 thickly coated with snow and ice. We ordinary people, like our statesmen, must watch our steps. Looking out upon a confused and more or less frightened world, we wish that education had begun earlier and been more effective. But here we are with plenty of work to do and the will to do it. So let's go.

Each year our January issue opens a new volume. But what of the one that closed with last December? Many subscribers carefully preserve their copies, month by month and year after year, because a JOURNAL file of three to five years contains illuminating material on an amazingly wide variety of topics. To look back over one's file of JOURNALS is to review much history of educational experience and thinking. In fact, the JOURNAL is a news magazine, a mirror of the times, doing for the educational worker what the daily paper does for the citizen.

That is not all the JOURNAL does or tries to do, of course. It is one thing to report educational history, another and better thing to have a part in making it. We strive to do this by spreading workable ideas,—theories and practices that can be adopted, adapted or rejected, but may prove useful either way.

How to narrow the gap between education and life is one of our most pressing problems. Establishment of current events courses has been one answer. But such courses are likely to be haphazard affairs, taking the news as it comes, dabbing at it in little spots, making little headway. Our first article this month suggests the possibility of charting the main outlines of such a course ahead of time. When you have read and pondered that first article, proceed with the next one — which again has to do with narrowing the above mentioned gap. An ingenious teacher in a Chicago elementary school is demonstrating what can be done to teach democratic living to six year-olds. If that doesn't start you thinking!

▼▼▼

Next month we promise you another interesting issue—its central theme that irreplaceable aid to instruction, the textbook. Books and reading are still the keys to knowledge. Much you have not heard before about these keys will be brought you in that February JOURNAL. Meanwhile, read the one you have. We have enjoyed putting it together for you, probably because it is meaty and we like meat.

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Your Textbook Reporter

Discovering Our World

The third book *of Discovering Our World* has now appeared, and it promises even more eye-opening for the sixth-graders than the earlier books of the series brought to grades four and five.

The whole thing looks like a conspiracy between words and colored illustrations to take the universe apart and show how it works. Operation Universe starts at your elbow, with questions about sound, its causes and varieties. Other units discuss electricity, aviation, germs, the weather, the solar system and beyond—also the growth of plants and animals, the changes of the earth's surface. In a final unit you visit the deep, deep past and behold dinosaurs, dodos and their ilk lumbering and cavorting in their respective fashions. You see how horses looked when no photograper was yet alive to snap them.

A book that can bring to life those extinct creatures can do even better with subjects now present in the flesh. The secret seems to be one of selecting the questions a child might like to have answered—then giving clear replies or leading the child to get his own replies from simple experiments. It's the sort of book your reporter wishes he had more time to read, elementary as much of the information is. Facts constantly pop forth to add to the grownup's stock in trade.

DISCOVERING OUR WORLD, 3. Beauchamp, Blough and Williams. Scott, Foresman Company, Chicago. $1.64

Elementary Arithmetic

The teaching of arithmetic will not be greatly improved until the teachers of that subject have better insight into number processes. To meet this need for more intelligent instruction, Dr. Buckingham has written *Elementary Arithmetic, Its Meaning and Practice.* It is an opus magnum of some 750 pages in which are explained the nature of numbers, the system of tens, the four fundamental processes, fractions, decimals, percentage and many of their applications.

The treatment of addition, subtraction, multiplication and division runs through five chapters, the first a sort of overture to the other four. Other matters of basic concern are dealt with just as thoroughly. The inaccuracy of all measurements is duly stressed, though we do not discover in our rapid ins ection an emphasis upon the stupidity of demanding answers more nearly accurate than they ever can be in view of inaccuracies of data in a given measurement problem.

Information on the origins and history of our measurement units is given quite fully and constitutes a most interesting section of the book. The foot, the fathom, the rod and the furlong, for example, date from remote times as does the pound which we abbreviate lb. because the Romans called it *libra.*

The author takes up in detail the measurement of simple geometric figures and the more regular solids, so that the reader may clearly understand the formulas for areas and volumes.

We know of no other equally detailed subject matter book in this field. Surely the teacher who masters this text will have that depth of learning which makes for scholarly teaching.

ELEMENTARY ARITHMETIC, by B. R. Buckingham. Ginn and Company, Boston. $4.50

National Governments

If tomorrow's citizens are to solve the all-important problem of world peace, which baffled their ancestors for thousands of years, today's high school students will need instruction in the backgrounds of wars, the strains and stresses between governments, and the proposals for alleviation. Hence the demand for a text like Magruder's *National Governments and International Relations,* a new edition of which has just come from the press.

After a general introduction which orients the reader to the present state of affairs, the book launches into a nation by nation analysis of political, economic and psychological factors that have bearing on future possibilities of discord. The book is not so large as to be discouraging. Hence the treatment of individual nations is selective and compact rather than expansive. But all the major areas are covered and their differences and danger-breeding elements pointed out.

Especially full and explicit are the chapters dealing with the causes of wars and the proposed devices for maintaining world peace. The author rightly feels that we are in a midway era between military madness and world federation. The structure and limitations of the United Nations are ably described, as are the ideological clashes and economic rivalries that keep mankind in the grip of fear. As a mirror of conditions since the second world war, this text has much to recommend it.

NATIONAL GOVERNMENTS AND INTERNATIONAL RELATIONS. Frank A. Magruder. Allyn and Bacon, Boston.

Your Newspaper

Each year a little group of carefully selected newspaper workers—reporters and such—gathers at Harvard for an interlude of study. Instead of attending a school of journalism, these Nieman Fellows pursue such courses in government, economics, sociology and other fields as they hope will give them valuable background.

No one questions the potential worth of this broadening and deepening culture to the newspapers or the public. There should be more foundations like that which the late Milwaukee publisher left to Harvard. The Nieman fellowships recently bore fruit in a book, *Your Newspaper,* written by nine student-journalists of 1945-1946.

This Blueprint for a Better Press, as its subtitle reads, devotes much space to recalling all the familiar criticisms of our newspapers as they exist today. Primarily they are "big business," big in wealth and income, and more concerned with profits than with rendering the full measure of service consistent with their privilege and their opportunity. The authors seem to agree that many papers treat their readers as morons; that there is prejudice against labor unions; that

headlines are manipulated to influence opinion; that there is too large a percentage of advertising, some of it the wrong kind; that news of really important developments fails to tell essentials; and that reporters, correspondents and editors could do with a lot more understanding (like what you get at Harvard). When it comes to changing all this, the answer is not too easy. Certain tendencies to abuse are inherent in the setup of the newspaper itself. So the book paints an ideal newspaper. To be realized, it might need several millions of capital from local citizens or philanthropic endowment. It would be a paper with more respect for the mentality of its readers, less of the sensationalism, bias and froth that have been so generally criticized.

In truth, the character of the press depends on so many different factors—one of which is the necessity of attracting readers—that the only hope is in the day-by-day efforts of newspaper people themselves with proddings from the public and with appreciation also of the great and complex job they actually perform. Few persons who know the press of this country from the inside will deny that there is tremendous pressure for improvement from the editorial staff itself—a staff made up mainly of individuals who are idealists, reformers and missionaries at heart or they wouldn't be where they are. If their efforts are often frustrated by policies, taboos and unholy influences, they will not cease trying. Lives there a soul in any newspaper office who hath not a blueprint of his own?

YOUR NEWSPAPER, edited by Leon Svirsky. Macmillan Company, New York. $2.75

Economic Roads For American Democracy

How can America make best use of its productive capacity for the uninterrupted prosperity and well being of all the people? This is the question five GI's try in as many different ways to answer in their barracks. Their arguments are supplemented by information of a more formal and technical sort supplied by the author. All this makes a text for high school students; its title, *Economic Roads for American Democracy*.

The five roads are offered as so many different cases: 1, for the traditional business system; 2, for restored competition; 3, for leadership by business; 4, for a two-front economy, and 5, for a governmentally planned economy.

The author tries not to dictate conclusions for the student and he succeeds very well. The book is stimulating and puts economics in language the average schoolboy can grasp.

ECONOMIC ROADS FOR AMERICAN DEMOCRACY, by William VanTil. McGraw-Hill Book Company, New York. $1.80

A Basic Text for Guidance Workers

Many persons engaged in different phases of guidance have pooled their experience in *A Basic Text for Guidance Workers*. This book of moderate size is broad in scope, well focused upon the various problems of the guidance officer, the teacher and the administrator. A complete guidance program from kindergarten to university is envisioned. The prevailing types of test are differentiated and described. One reads about individual and group guidance and the relative merits of each; about interviews, case histories, organizing a guidance program, enlisting the cooperation of home and community. The importance of knowing the demands of local industry and of setting up work-study projects is duly stressed and procedures are suggested. Schools are encouraged to maintain follow-up records, even if these reflect sadly upon the schools and point to needful changes.

Happily the part played by wise teachers in understanding individual pupils is rated above whole flocks of tests. Yet the teacher who knows what this text contains will have added to her natural gifts a kit of tools designed for greater effectiveness.

A BASIC TEXT FOR GUIDANCE WORKERS, edited by C. E. Erickson. Prentice-Hall, New York. $4.25

The Sun Was Darkened

An American woman who was living in the Philippines when the Japanese took over, tells of her experiences in concentration camps. The author writes well. She does not paint the Japanese officers and guards as villains or sadists, though they are seen to have differed widely in character. The main hardships suffered by the prisoners were due to overcrowding, lack of sanitation, and an increasing scarcity of food. The author had been held in the old university of Santo Tomas in Manila when the Americans took the city and released the half-starved internees. If atrocities have been glossed over or omitted, at least the narrative is not vindictive. It is the work of a courageous person and a good sport. Some teachers of social studies or English are using it as supplementary reading for their classes.

The Sun Was Darkened is interesting and informative, and reflects one very disagreeable aspect of wars in as wholesome a manner as one could ask.

THE SUN WAS DARKENED by Alice F. Bryant. Chapman and Grimes, Boston. $3.00

The Teacher and His Work

When a surveyor or a navigator sets his instruments by the North Star, he calls the result "orientation," or knowing where the east is. At any rate he has his bearings and can draw his map or figure his course accordingly. If orientation courses are coming into favor in schools and colleges, it is because they meet a very practical need.

"The Teacher and His Work" provides the material for orienting the student of education to the nature and purposes of his chosen task. It is neither a history of education nor a treatise on educational philosophy. It covers these subjects briefly in one or two of its fifteen chapters. The authors, Drs. Gould and Yoakum of the University of Pittsburgh, have taken a realistic view of the teacher's place in modern society, and have undertaken to tell what it's all about. What of teaching as a career?—the teacher's qualifications?—his economic status?—his professional ethics?—his relations with the child? What of the school and its responsiblities to the community? What is the history behind the schools and colleges of this country? How have our elementary and secondary schools evolved and what lies ahead? These and similar inquiries a young teacher might reasonably make, are answered in a manner to start the novice in the right direction. In fact, the subject matter is well selected and the expositions are anything but cloudy. Realistic as this is, there is a glint of idealism throughout that gives it luster.

THE TEACHER AND HIS WORK. Gould and Yoakum. The Ronald Press Company, New York. $3.50

XUM

Editorials

That New Type of Teacher

Educators who have felt the pulses of young citizens in our schools agree that the schools must seek a new type of teacher. No longer is it enough that a teacher know books. He must know young people. He must become acquainted with their interests, their free-time occupations, and their daily problems. He must be able to provide them with wholesome substitutes for the street corner, too much movies and too much mischief. He must help them get along with their families and neighbors. He must bend the traditional curriculum to acquaint them with today's great issues, the smaller and larger worlds in which they are to live. He must equip them for jobs, showing them how to apply for work and how to make themselves indispensible.

To secure such teachers, to train up new ones with such qualifications and to retrain those already in service will be a very large order. Perhaps too large ever to be filled. Only a small percentage of teachers will ever be miracle workers. The percentage is small in any other calling one might mention. There is room for question whether so much responsibilty rightly belongs to teachers. There are other agencies—and there are, we assume, some homes that still deserve the name.

The teacher's functions are bound to expand, however, and human understanding, breadth of experience and sympathy have begun to count for more in estimating the teacher's worth than in the past.

One of the first steps toward discovering that we already have better teachers than some people think, will be to reduce the size of classes. A class of forty is just a class. A class of twenty is composed of individuals whom the teacher can come to know.

Report on Science

The whole matter of education in science and mathematics has lately been weighed by a special committee of the American Association for the Advancement of Science, and the resulting report points to various defects in the prevailing system. This is but natural, in view of the way that system has grown up—without plan or theory and with little thought of proper recruitment and no oversight of the scientific program as a continous affair from the lower grades of school to the graduate school and beyond.

The committee wants better training of science teachers, a better outlining of science courses, more scholarships and fellowships for the education of potential scientists. It recommends that candidates for science degrees be required to study outside their fields, in other sciences and in the liberal arts. The committee asks national support of scientific and mathematical training and research. This implies a more wide spread understanding of scientific methods and aims, through *universal* inclusion of science in the curricula of the common schools.

No doubt the time has come for just this sort of planning. The recent war demonstrated not only the importance of scientific knowledge for national security, but the extent to which talent had been going to waste when no emergency threatened.

It is well, too, that the framers of this report recognize the dangers of overspecialization in science to the exclusion of other studies that lend balance. Well also that it would steer away from the production of mere technicians under the guise of scientists. The committee's recommendation that only half the time of the science student in our higher institutions be devoted to science courses reflects a trend already operative in some of our best institutes of technology.

'Police State', Your Grandmother

We are hearing so much loose talk about 'police states" that it might be well to stop and think what is meant by the term. In October, President Truman told a press conference he objected to any return of price control and rationing because these are symtoms of a police state. In November, he proposed to the Congress an even more extensive set of controls, showing he had changed his mind about what constitutes a police state. But Senator Taft picked up the discarded term and flung it back at the Pres-

ident. The President's plan, declared Mr. Taft was nothing short of an introduction to the police state.

Apparently the police state is a general term for dictatorships, whether of the left or the right. While it covers both naziism and communism, its most frequent use today has reference to communism and the U. S. S. R.

Our understanding is that a police state is one where the power of the state is exercised arbitrarily over its citizens, making them no longer citizens but subjects. It is a state where you get rid of your political opponents by hustling them off to a prison camp or the gallows without a trial. Yet the very worst thing about a police state is not its ruthless treatment of dissenters, but its seizure of the press and radio, its fake elections, its control of propoganda— in short, the things it does to keep its people in ignorance and subjection and itself in the saddle.

Any system of controls that the United States may create to cope with an emergency such as inflation will not be the forerunner of a police state so long as we the people continue to guard with ever increasing vigilance our Bill of Rights.

Limited controls are sometimes necessary. The only place of complete freedom is the jungle.

We are not debating here the expediency of this or that scheme for checking runaway prices. We merely suggest that those people who cry "Wolf. wolf!" when all they really see is a pekinese poodle eventually gain for themselves nothing but laughter.

Next the S. A. Q.

The next thing to be tested will be social acceptance. Which members of a group are liked and approved by their associates and which are not? Is there some way to find out—and something to do about it when you know?

Experts at Ohio State University have collaborated with certain elementary schools and teachers to devise a social acceptance test. The test so devised is still being tested but seems likely to make the honor roll.

Each child in the class is supposed to rate every fellow member as belonging in one of six categories. These range from very close friend to stranger or reject. The votes" are then combined, and presto— the teacher knows how popular or unpopular each pupil is.

An article by Louis Raths in the Research Bulletin of Ohio State University for September, 1947, describes various situations in which the test has been used. It seems especially effective in pointing out the children at the two ends of the acceptance scale—those whose position is already clear to the naked eye. Those in the middle may never be sorted easily.

Children from well-to-do families were observed to enjoy higher acceptance than those lower in the social or financial scale. Race and color were not insurmountable barriers to friendship and approval, but children of whatever background might be social misfits, as we know.

In one school, special efforts were made to coach a dozen of the unaccepted children toward winning friends et cetera. After four months the test was given again and eleven of the twelve had improved their standings with their mates. There, at length, is something valuable. It is one thing to discover what children are unpopular. It is quite another and more valuable thing to know what can be done about these individuals and to do it.

Social acceptance or the lack of it accompanies each one of us through life and largely determines our success and happiness. If children can be improved in that respect by anything the schools can do, let the schools by all means learn the secrets of the art and put them into practice.

The Way He Should Go

It was clear enough to Solomon what he meant by the admonition, "Bring up a child in the way he should go and when he is old he will not depart therefrom." The way he should go was the way of good morals, good habits.

In recent times the principle has been extended. Children have been led in the way some arbitrary authority wanted them to go. Indoctrination with ideas not necessarily moral has been undertaken and found successful.

In America today we are trying honestly to discover what way the child should go and to get him started along that path. It is harder than it used to be because life is vastly more complex. Even our codes of morals are relaxed somewhat and we are not too sure of them.

The presence of guidance officers in thousands of schools bears testimony to the wide variety of choices open to the modern child and his need for expert help in finding his way.

Is all this effort at guidance really aimed at finding the way each individual child should go if challenged to his very best and highest? Or are some guidance officers content to discover the line of least resistance for the child and thus to get him started, not in the way he should go but in the way he is willing to be led most easily?

Wise parents and inspiring teachers may still do more than any one else in carrying out the ancient proverb. God give us more such teachers and such parents!

XUM

CURRENT EVENTS COURSE CAN BE PLANNED

JONATHAN McLENDON
University High School
Minneapolis, Minnesota

WHETHER current events should be taught is a controversial issue. "The proper place for current events in the schools has by no means been determined. Opinions on this question vary from the uncritical endorsement of the teaching of any current topic to a complete denial of the value of such topics."* There is a need for a more satisfactory approach to the teaching of current events.

Controversy on the teaching of current events has revolved chiefly around the questions of *what* and *how many* current events should be taught. Deciding what current events to include in the curriculum will of course settle the matter of how many. The crux of the "problem" of teaching current events is, then, *selection* of those events which will be a part of school instruction.

A brief analysis of the process of selection will be helpful. Planning the manufacture of a product involves two important steps in selection. First, selection of available and desirable raw materials; second, selection of a process for converting raw materials into the product. The writer proposes the application of these steps to selection of current events as a phase of curriculum making. Questions which this article will answer are: Are there enough important current events to teach? What process can be used in deciding which current events to teach? What is the proper place of current events in the school program?

The first question proposed concerns the quantity and quality of current events as raw materials. We may begin by examining the phrase "current events." This term designates not only specific, day-by-day occurrences, but it includes all contemporary trends, movements, and developments. While many such events fall naturally in the fields of science, language, and the arts, most current events are concerned directly with the social studies, the study of human relationships.

Current events, in this light, refer to changes in our contemporary civilization. The form of our federal government is not a current event; a proposed constitutional amendment; a new governmental agency; the election of a President—these are current events. Any important happening or trend which affects the life of the community, local or international, is a current event.

Even a slight study of history acquaints one with the fact that the rate of change in the social world varies from time to time. Therefore, one can rightly expect some chronological periods of similar length. Our present generation may be well aware that it is living in a period of great upheaval. There are many grave problems which beset the present-day world; in solving these problems important steps will be taken. Developments of the problem and steps in its solution appear in the form of current events.

The modern era is bursting with explosive events of many kinds. In less than twenty years we have witnessed a worldwide depression of great severity, the most widespread and destructive war the world has known, the atomic bomb, the birth of a truly international political organization authorized to employ force, the rapid decline of several European powers, and the rise of Russia to a place second only to the United States—to mention only a few.

In times of turmoil and conflict, in periods of great stress, when the world is roaring down the road to war or taking vigorous steps to maintain peace, there is no lack of current events. The importance (quality) of these events is attested by their very nature; they announce significant changes in our world's civilization. The sheer weight of numbers and importance of these events impresses us with the tremendous task teachers face in acquainting students with the world in which we live. In our time there is no lack of important current events.

Let us take a look at the negative aspect of this question. In time of peace, stability, and little change, there are relatively few significant current events. During such periods teachers may do well to lead their students to understand contemporary civilization by knocking at its back door, the past. Study of modern society may begin with analysis of the basic cultural, economic, or political foundations of civilization itself. But it is difficult to imagine a modern teacher's overlooking the tremendously significant events of the 1940's as gateways through which he may lead his students to some understanding of the world.

It is true that we teachers do not have, as the manufacturer has, a machine,—one into which we could toss current events and have them come out ready-made for instruction. There has not yet been devised any mechanical (objective) means for so processing current events. However, this

*Edgar B. Wesley, *Teaching the Social Studies*, Heath, 1942, p. 429.

presents no real handicap to the teacher of the social studies. He has a process at his fingertips. This process enables him to predict during the summer those areas in which important events will occur during the school year and to plan the course of study accordingly. This process we may call "prior selection of dynamic issues."

The social studies teacher is peculiarly equipped to make a selection of dynamic issues which will arise within the coming year. He has a broad background in each of the major areas of human relationships: political, economic, and social. He has an understanding of influences of environment on social action. He has studied intensively the ways in which people have reacted to these forces in the past.

With this training the teacher is equipped to identfy the basic forces at work in civilization. And he complements this understanding with knowledge of the contemporary scene. To his background knowledge of history he adds current events by keeping up with changes as they occur and by intensive study of areas in which many changes are occurring.

As an active student of both the social sciences and contemporary affairs, the social studies teacher is well-prepared to engage in social analysis. Analysis of contemporary society can be made by any such teacher in any communtiy. This teacher recognizes three steps through which society goes in making a significant change: 1. recognizing a problem, 2. deciding to do something about it, and 3. finding a solution. The teacher can identify the areas in which society is actively taking one of these steps. These are the areas in which current events are happening.

For example, in the early postwar period our sources of information on current events (news) gave increasing attention to the growing crisis in Britain. The serious student of contemporary affairs, who keeps up with the news, could hardly overlook the fact that the people of the United States were beginning to recognize a problem. By late 1946 we had advanced to the second step, that of deciding to do something about the problem. An abortive attempt was the American loan of January, 1947, to Britain. By mid-1947 it was apparent that the United States is involved in helping Britain resolve the economic crisis which confronts it. The Marshall Plan and other solutions have been proposed. We are now in the third step of social change, that of finding a solution.

It is no surprise to the conscientious student of contemporary affairs to find the British crisis a frequent topic of current events in the fall of 1947. In fact, he could easily see, not later than the previous summer, that many important developments would occur in this area. There are numerous other such areas: Are prices too high? Will Russia cooperate? Can we build more and better houses? Who will be our next President? Should labor organizations be controlled?

In selecting dynamic issues, the teacher must avoid of course ephemeral, trivial, current events. His training in the social sciences is a real help in this respect since it enables him to judge what is really significant and what is petty or transitory. As criteria for selection of dynamic isues, such tests of relevancy as the following may be applied: Is it important? Is it changing? Does it concern us? Is a policy on it needed? Can something be done about it? Are solutions being advocated?

Current events selected in this fashions serve as guideposts to selection of curricular materials that background the areas in which the events occur. This approach obviously has nothing to do with subject organization of the curriculum. The teacher can apply it as easily for an economics course as for an American history course. Applying the results of prior selection of dynamic issues does affect the amount of emphasis given certain topics within a subject. Or it calls, perhaps, for reorganization of the content of the course.

The real challenge of this new approach to current events is to the energetic, daring teacher, sincerely concerned with teaching directly those things his students need to learn. This course organization which this approach so obviously implies is grouping of curricular materials around these areas in which current events will occur. There is much history and geography to be learned from a study of Russia's present status in world affairs. The topic of current events becomes a springboard for diving into material which backgrounds this topic.

This approach abounds with instructional utility. Students already know something about these areas of current events; they may proceed from the known to the unknown. Adolescents are interested in the things they hear and read about outside school; the teacher may capitalize on their interests.

The prior selection of dynamic issues is at once a process, a program, and a philosophy. It is a process which any able social studies teacher may employ as a means of selecting in advance those areas in which the most vital developments will occur during the coming months. It is a program for the teaching of current events consisting of dynamic issues around which curricular materials are grouped, that this approach leads the daring teacher to institute in classroom. It is a philosophy which believes that education can play a large part in helping people meet the major social crisis of our time.

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DEMOCRACY IN THE PRIMARY GRADES

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MY WAY of developing democratic attitudes from the moment that the child enters school is based upon the belief that we must teach a way of living first, and then teach skills and subject matter as they relate to that way of living. We can no longer trust to chance that American Youth will develop into an adulthood appreciative of our way of living, and intelligent enough to recognize the worth of other diverse human beings as essential and contributing factors to their comfort and happiness.

The cue to the entire program is in the term "Neighbor," chosen because it is significant of a relationship that the very young child has experienced and also because of the writer's belief that though most people are not prepared to accept others on the basis of brotherhood, they can cooperate with them on the basis and implication of the term "neighbor" —a stranger, acquaintance or friend, whose good will and efforts are useful and necessary to their welfare.

To prepare for such a program wherein activities, materials, and methods are to be used at the earliest possible moment to develop the concept of the worth of human differences, the classroom is set up as a community of neighbors, whose talents, skills, interests and hobbies, are consciously noted and appreciated by each child, as significant influences in his own progress and that of the group.

Carefully considered are the national origins of the children, as well as their religious and social backgrounds, their frictions, and prejudices which may arise as a result of these.

All texts to be used and the outlines of the semester's work in each subject are studied for episodes, stories and other cues to be translated into activities, or projects that may be used to strengthen "good neighbor" attitudes. Sometimes the course of study in a subject is reorganized to promote an attitude, at the same time that it is being used per se.

The plan for teaching Good Neighbor relations consists of two sections, "Families" and "Neighbors." The child emerges with the concept of a world based upon the friendly relationships of families and neighbors.

"Families" considers the child as a unit in his own home, and using his observations and experiences there, acquaints him with the fact that differences exist in one's own family—that they are natural and advantageous. The differences in appearance are superficial and that members of the same family are very much alike whether they are human (people's family) or animal, or vegetable (plant). As at home the work of each member of the family is important to the welfare of the group, so in the classroom by actual experience the same situation is seen to prevail. The importance of each individual in the scheme of daily living is stressed in classroom activities and situations, whether these are trivial or serious.

"Neighbors" considers the important role that neighbors at home, at school, in the community, in the city, and in various parts of the world play in supplying the daily physical needs of the child, his parents and his friends.

Here again, diversities are shown to be interesting and advantageous and are actually experienced by the children in classroom situations which are set down for reference and morale values, in drawings and later in written English. By this means, and through the learning of songs, poems and stories, and through dramatization, the facts of a way of living are transmitted directly and indirectly to the adults at home, and the neighborhood sphere of influence of each child.

The importance to individuals of friendly relations with neighbors is stressed while the advantages to the group when all "neighbors" progress are always in the lime light. Much emphasis is put upon the value of a neighbor as a friend.

As the child matures, the role of neighbors of long ago, who contributed to the development of our country, and common heritage, the rights and responsibilities which we share, our ways of getting together and settling our differences, unfold gradually by expanding classroom activities and situations into neighborhood, civic and national activities. For example children vote to choose the activity they like, the story they want to hear, the child they want to head an activity; they choose the best "neighbor" for the job. At election time their parents also have the chance to choose the best "neighbor" to help all the other "neighbors," children are urged to remind their parents to go out and do just that, and they do.

At the same time through conversations about foods, during the

Copyright by Sema Williams Herman, 1948.

health education, children learn their indebtedness to neighbors all over the world for their daily necessities and pleasures. Thus from the familiar, the personal needs, the child learns early in life the lessons which will make him an understanding, cooperative and productive citizen of his own country and of the world.

For the sake of brevity specific proceedures are listed below, It is not an all inclusive list, but as far as possible I have tried to choose features that the average teacher may find easiest to apply in the average classroom.

1. Definition of A Good American. Every morning we define this in unison. "A Good American loves and helps his neighbors, no matter what color their skin is, or what church they go to; because we are all children; we all have two arms, two legs, a body, and a head. Grade 1B.

Grade 1A—expand to "no matter what church or temple we go to."

Grade 2B—change to—"A Good American respects and helps his neighbors, no matter what their color or their faith is, because we are all children, we are all made alike, we need the same things to grow and to be happy, and we need each other's help at sometime. Our country is a country of neighbors working together and helping each other. We want to be helpful neighbors too.

Grade 2A—A Good American respects and helps his neighbors, no matter what their color or faith is. He knows that neighbors are important to each other. He knows that in our country we all have the same rights, to think what we like, to say what we think, to go to what ever church we wish to, and to choose the neighbors who can best help us to live better, for the jobs we think they can do best. A Good American gives his neighbor the same chance he would like to have for himself. Conditioning—A short question and answer follows. Children answer the following.

What is a "Good American?" Who are our neighbors? Who are our neighbors in America? Why should we help our neighbors? How do we help our neighbors? at school, at home?

Conversely how do our neighbors at home, in our city, in our country, in different parts of the world help us, depend on us?

Questions depend on the age and intelligence of the child, and the backgroud of the training in Americanism that has been given.

2. The children are next given a reasonable invective for use when anger arises. "That's not being a good neighbor," "You're not a good neighbor."

Conversely, terms of praise and encouragement derive from the definition of Good Americanism. "Thanks,—You're a Good Neighbor."

3. Terms of opprobium in use in the neighborhood are analyzed and eliminated. The verse commonly used in counting out, "Eenie, meenie," is deprived of much of its offensiveness, by substituting the word "Neighbor" for "nigger." "Because it's American to say neighbor; and besides a good neighbor doesn't hurt anyone's feelings by calling him names." In Grade 2B up, the poem "Incident In Baltimore" is discussed.

Children are encouraged to teach the new way of counting out to their playmates.

4. Tools (crayons, pencils, etc.) and materials are shared, and pooled when they are scarce, so that all get equal opportunities to use them. "It's American to share things with your neighbor."

5. Efforts are shared and pooled, in various charitable and school drives, in helping "neighbors" with their daily work, in improving their skills, as lessons are explained, hands guided, or memory improved through drill conducted by more proficient children.

"Helping your neighbor makes you smart as well; then both of you have more fun together, because your neighbor is smart enough to share doing things with you."

"Teachers" as well as "pupils" are continually praised when the "pupil" shows progress. "That's wonderful work, G—, and it all happened because X— was such a good neighbor and helped you."

6. Children are encouraged to take pride in their neighbor's progress as if it were their own, to appreciate the relationship of the progress of the individual to that of the group.

Sometimes this takes place when the class finishes with a project. "Now we can go on to something new, that I know you will like; and all because some of our good neighbors helped some of us to finish up their work."

Prizes are given to the pupils that make the greatest effort to progress, pupils who tried "the hardest," as well as to the "teachers" who aided their efforts. Children donate the prizes, for they like the opportunity of awarding them. Voting on the greatest progress is done by the class. This makes the youngsters critical of their own efforts as well as appreciative of the efforts of others.

If the project is going too slowly "Good Neighbors" are called on to volunteer to help slower members with their work so that the class can go on to something new.

7. Children are shown the value of a neighbor as a friend, because every kind and constructive act, however small, is termed a "good neighbor" act and the participants praised.

8. Interests and talents are noted, praised, and shared for the benefit of all; "artists" make masks, bookmarks, for their neighbors, and help them to better their self expression through art. Cards

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for various religious and seasonal holidays are made and exchanged, as well as birthday cards. Delicacies typical of different nationalities are enjoyed together. "Sharing Parties" where each neighbor donates talent, work or food are enjoyed on different occasions.

9. All holidays are "Good Neighbor" holidays, either because our "good neighbors" celebrate them and we share in the fun of their celebration, or because all "good neighbors" in America share them in common. All holiday cards are inscribed "Happy Holiday" with drawings symbolic of the festivity.

10. Since no textbook has been found that expresses amity between children of different races, the children make their own, by drawing pictures of different neighbors in action, and printing sentences about the action below the picture. These books are used during their free reading periods, and are saved for future classes.

11. Poems, songs which express "Good Neighbor" relationship are written for the children.* These are memorized and the youngsters encouraged to sing them to parents and friends. The meaningss of neighborly relations in action are dramatized for presentation on the stage for both public and pupils.

12. Visual material, such as charts, posters, books, and friezes based on facts learned or experiences shared which demonstrate "friendliness" in action, are placed on display in the room, exchanged with similar materials completed in a neighboring room for interroom exhibition, or exhibited to public and to other pupils in the school on public occasions such as Youth Week, or National Education Week. The names of all children who participated in preparing the materials are attached.

13. All neighbors at sometime have the responsibility for the care of the room, for the distribution of materials needed, for the progress of their neighbors, etc.

14. All are encouraged to include everyone in their games and to take turns, "because it's American to take turns."

15. Children are familiarized with the music written for our enjoyment by Americans of various national extractions, and these are named. They are also encouraged to sing national songs brought from their homes, and shown that beautiful music is a universal gift, to be enjoyed by all.

16. The names of "Americans In Our Room" are inscribed on a chart, beneath the country of the parents' origin. From second grade up, names of great Americans produced by each group are added, opposite the group name, to give each child the feeling of belongingness, and to the group the knowledge that every one has had a share in the growth of their country and the benefits which all enjoy now.

17. Children's interests in sport, stage, movie, and radio personalities are posterized in "Neighbors Who Work To Make Us Happy." Each child becomes familiar with racial, national or religious extractions of these figures and also with the fact that talent is not a prerogative of any one race, nationality, or faith. This also helps to create a feeling of good will for neighbors of similar extraction.

18. Charts of "Neighbors Who Work For Us" (occupations), who grow our food, etc. show the relationships and value of all work, and workers of our own and of foreign lands in our lives. "People live by working for each other" is an oft quoted line in the class.

19. Children discuss their neighbors' good points. In 2A children draw straws to decide which neighbor they will write about in this wise.

20. Stories—such as "The Lion and The Mouse," "Androcles And The Lion" and "The Animals That Found A Home" which demonstrate friendliness are retold drawn, and sometimes dramatized. An original story, "Joe And The Good Apple," which shows that the group is not to be judged by the behaviour of the individual, is retold, illustrated, and dramatized.

These are a few of the proceedures that are being used in my classes and have been tested over a period of almost five years. They may be used with children through the third grade.

In conducting this type of program it must be borne in mind that everything that is taught, every classroom incident, must be slanted in the direction of teaching democratic living. The teacher must be alert to take advantage of every small siuation that will contribute to the growth of an attitude, and she must have the desire to achieve the greatest amount of progress along this line. Skill in slanting subject matter to teach a way of life will come with continued effort, and in each class the time will come when the teacher no longer will have to slant, for the children will have arrived at a point where they will do it involuntarily, demonstrating their readiness for future citizenry in a democratic and cooperative world.

Notes

Help on stories for supplementary reading may be obtained from The American Council On Education, which has published a pamphlet called Reading Ladders For Human Relations.

My own poem, "A World of Neighbors," title poem of a play of the same name, will be published in the Junior Red Cross News sometime this year. It will be available for reprinting.

*Irvin Caesar's *Sing a Song of Friendship* has songs that may be used for the purposes.

The Answer Swappers

SESSION THREE

Substitutes for Substitutes

Every schoolmarm knows the difficulties occasioned by the absence of a teacher. Even if a capable substitute is available, the pupils tend to make a holiday of the situation, so that there is little progress until the regular teacher returns and takes over.

The substitute problem has been pretty well taken care of in the Franklin Junior-Senior High School under a plan which involves the use of students themselves as temporary leaders when teachers are away. The plan has been evolved during the past three years from an idea started by our Student Council. Certain days were called Student Days and at such times all the activities of the teachers were taken over by students. Today we have each class so organized that there is one student leader and one alternate, either of whom will have charge of the class in the teacher's absence, if no substitute is available. In the case of seventh or eighth grade classes in art, food, clothing and the like, a qualified student from an upper grade steps into the emergency—usually a student who has a study period at that hour and who does not have to miss a class.

The student-teacher works from the teacher's written prospectus for the day. If the absence was foreseen by the teacher, lesson plans were considered in conference with the student-leader.

We find the members of the classes are more cooperative with these classmates or fellow students than with teachers introduced from outside and more learning is accomplished. There are gains for the student leaders themselves, I hardly need add.

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Effective Supervised Study

To develop constant improvement in effective thinking is the common problem of every educator. We have found that students can best develop constant improvement when under careful guidance at supervised study periods. From many methods and rules for study practiced and applied in the supervised study periods we have selected for discussion only a few of the methods most frequently used in guiding and stimulating students. These methods consist in developing improvement (1) in reading and remembering, (2) in the habitual practice of concentration during study, (3) in the use of fundamental processes.

Often students meet with disappointment and even with complete frustration because of inability to remember what they read. To correct this error is not too difficult, as shown by the experiences of many students. We cite the recent experiences of a troubled and eager student, who said:

"I enjoy reading my lessons, but cannot remember what I have read; I am unable to answer my teachers' questions."

During the supervised study periods this student learned how to read and remember. One of the teachers in charge of supervised study directed this student as follows:

"To read and remember be sure to read each lesson twice, the first time rapidly to get an over-all view; then read the lesson a second time with minute care and concentrated attention. At the end of each paragraph stop long enough to select the important ideas in the paragraph and to condense the thought into the briefest possible scope. To make doubly sure that you remember, pay particular attention to any summary or to any questions at the end of each chapter. Should there not be adequate questions and if you have no workbook with questions, then write out your questions as you finish reading each paragraph. Later, when reviewing be sure that you are able to answer them. Always refer to the textbook for accuracy."

To develop improvement in the habitual practice of concentration, students are encouraged to work persistently without stopping until each lesson is thoroughly learned. The student can concentrate to the best advantage when he is interested in his studies. We try to develop his interest by pointing out the satisfaction and the rewards that always follow persistent study.

To develop concentration habits we explain that whenever the student starts to study, he should have in mind his exact goal; he should endeavor to increase his capacity to do more work in a given time; he should work steadily and not allow distractions nor irrelevant ideas to change the steady direction of his thought. If interrupted so that he must leave his work, he must leave a clue or mark, then go back to his work as soon as possible.

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The student with the right mental attitude has mental courage. He knows there is no good reason for fear or failure. By earnest perseverance every time he starts to study he can prove to himself that he can concentrate habitually.

Students who learn to use fundamental processes can and do improve constantly in effective thinking. To learn a new principle or process, is sometimes difficult due to inability to remember previous steps. Complete mathematical processes are only combinations of elements which are easy to comprehend. In study periods the teacher often finds it advisable to review all the previous steps before explaining the new process. Usually he refers the student to certain pages in the textbook that explain the previous processes. Often a textbook written by another author will have a different explanation or illustrations that enable the student to understand better. To understand the use of formulas, sometimes the actual solution of several problems, in which the formula is applied, is extremely helpful. The teacher might suggest to the student that he first try to understand the formula, then work a few problems requiring the use of the formula, then study the formula again. This method is particularly valuable in the study of chemistry and physics.

Every course can be studied, under skilled guidance, with improved results. For example, the student of English compostion can learn during supervised study periods, how to enlarge his vocabularly, how to improve diction, and how to write with simplicity, smoothness and naturalness.

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TEACHING AS A CAREER FOR MEN

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One of the most persistent minor notes in the chorus of lamentation and suggestion which has accompanied the current teacher shortage has been the expression of regret that more men do not make for themselves careers in teaching. Pupils, it is asserted, should have during their school lives a considerable number of men teachers for the sake of the clearer and better rounded understanding of the world which contact with such teachers makes possible. Furthermore, it is undoubtedly true that many men have just the right qualities and characteristics to make them able and inspiring teachers and to enable them to establish with their students desirable intimacy and respect. In short, there is a distinct need in education for men teachers; yet where are the men to fill the need? One has only to contemplate the schools as they are, or even to recall his own school days to realize that men teachers of the highest type are indeed a rarity.

It is also true, however, as the act of recalling one's own school days will show, that this problem, though closely related to the general teacher shortage, is not identical with it. It existed before the exodus from the profession; and, if the current enrollments in teachers colleges of young men who intend to make teaching a career is any indication, it will continue to exist after the general situation in education has eased.

The conventional remedies for the shortage of men teachers, as of all teachers, are increased salaries, better working conditions, and freedom to live according to one's own ideas. These are not less desirable because they have become standard, and it has been encouraging to see the progress which has been made in each of these phases of the problem during the last few years. Let us hope that efforts will not cease until all teachers can have the same financial rewards and the same teaching facilities that those in the best situations now have and can experience the greater confidence, sense of success, and happiness which such improvements must undoubtedly bring.

Yet it may be wondered whether, in the shortage of men teachers, there is not another factor in existence, one which is seldom mentioned, one which lies chiefly within the profession itself. Consider, as evidence of this, the conception and understanding of a career in education as countless young men have seen and do see it. As commonly understood, a man, having completed his professional training, or at least having most of it out of the way, stands at the foot of a professional ladder up which he is to climb. First he teaches for a few years, perhaps partly in grammar school and partly in high school; this is the lowest rung of the ladder. Then, if he has the right qualities, he becomes a principal, possibly first a teaching principal and then a full time principal; this is the next highest level. In a larger system he may then pass through the stage of supervisor or administrative assistant; in smaller systems directly

and eventually in any system, he becomes a superintendent. Now he has reached the top of the ladder, the pinnacle of success. His salary, his social position, his prestige in the profession, his power all testify to this success. The only possible advance is to the superintendency of a larger system or perhaps into a state department of education.

That this is true is, in many respects, a good thing. It makes certain that administrators have had experience in many of the types and levels of education and should therefore lead to more sympathetic and more successful administration and supervision. It should encourage an attitude of understanding between teachers and administrators and so further professional unity. Possibly, too, it winnows from the mass the more aggressive, more executive type of person to hold the administrative positions. Certainly it does no harm to the profession to have most administrators men who have worked their way to the top.

At the same time, however, this concept of a career in education has a number of harmful effects. Least important, perhaps, is that it draws into administrative positions men who are not qualified for them, who go into them solely for the money or the social position. Certainly the baffling problems which have beset administrators in the last few years should discourage those who do not really like administrative work. Of greater moment is the relatively lower prestige of teaching in the community and in the profession which almost inevitably results. If a career in education means climbing a ladder from teaching to a superintendency, and if the superintendent represents success in the profession, the conclusion is inescapable that the man who continues in teaching is a failure, that he lacks ability or perhaps ambition and energy. Not only does the general public, likening education to business or in the army, think this, but too many educators seem to hold the same idea. Perhaps not every man in a swivel chair in an office thinks of himself as a success and considers the other man teaching chemistry down the corridor a comparative failure, but undoubtedly many do, and some show it. No doubt this attitude—and it must be admitted that it is shared by many teachers—accounts for the fact that older men teachers are much scarcer than younger ones. Not only do many of the younger ones go into administration, but many of the others, discouraged by lack of success, withdraw from the profession. Surely it is not going to be easy to persuade young men to plan a career in teaching when to such work is attached the stigma of failure.

The most harmful effect of the attention given to the conventional career in education is that it tends, in part at least, to obscure the existence of an alternative career, one better adapted to some men than that which leads to a superintendent's desk To some extent this alternative is recognized. Some men have become specialists, in a subject, such as reading, or in a level, such as the junior high school, or in a technique, such as testing, and have progressed to bigger schools, or to college teaching, or to writing textbooks. In a few cases such men have in the end enjoyed greater financial return than any administrator. Yet it may be wondered whether many of the young men who reject education as a career are aware even of this alternative. Beyond this point the profession has yet to go. It still is not recognized that a man might become expert in classroom teaching or in leading and influencing the lives of young people, or even in teaching in a particular community, and so have a career as successful and rewarding in its way as any other in education.

Here, then, is a cause for the shortage of men teachers which the profession cannot ignore, nor are the remedies unknown or out of reach, difficult as some may be. First is still higher salaries. Beyond question the man who chooses a career in teaching should have enough income so that not only can he provide adequately for his family but also he can feel himself a success as much as anyone in any other occupation including administration in education. This does not necessarily mean salaries equal to those of administrators but certainly comparable. With this improved financial position, however, should go other rewards. Recognition could be given men teachers through honoring them at community functions, through inviting them at times to represent education at public gatherings, through awarding honorary degrees to outstanding classroom teachers, and in other ways. Within the profession provision should be made so that a teacher (and this, like all of these suggestions, would apply equally to women) who was an expert in his teaching could practice his profession with the sense of being a master and not an employee. Such recognition with the financial rewards, together with confidence and improved professional competence which they would engender, would soon bring to men teachers the prestige which they have lacked, and with it respect and freedom from petty restraint.

To some it may seem unwise to suggest that teaching should be made the professional equal of administration. Yet the consequences might well improve the lot of the administrators too, for they could turn more fully their attention to the planning and organizing which are entrusted to them, knowing that the professional expertness supremely fitted for their particular educational tasks.

XUM

UNITING NATIONS IN IRAN

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REVOLTS, intrigue, international rivalry, despots and OIL make the big headlines about Iran. But here, as in America, there are other forces at work, less sensational yet more important, of which we hear but little.

In this distant land of Iran the industrial revolution is just beginning, the first railroad was built ten year ago, the one and only university was opened in 1935, and Tehran, the capital, with 800,000 population is just now planning to put in a modern water and sewer system. Specialists from many lands, advisers, engineers, administrators and members of legations and embassies of other countries are gathered here.

In the midst of this modern development is the American Presbyterian Mission School which was first organized for the children of missionaries. In recent years the school has expanded until today it enrolls more than 200 students from 20 different countries; only eight of them are children of missionaries. Children from the embassies, children of advisers, engineers, bankers, importers, doctors, and oil men are here. Children from America, England, Russia, Scandinavia, Switzerland, Czechoslovakia, Poland, Hungary, Greece, Turkey, Iraq, India, and China, and other countries are here working and playing together.

The principal and six teachers are Americans, but the staff is also cosmopolitan, with two British, two Armenian, and one each Italian, Russian and Assyrian helping out. All the instruction is in English with the latest texts and workbooks from America being used in all ten grades. Boys and girls from six to eighteen years of age are enrolled in classes of about twenty students each. A Russian student cannot talk with a Hindu, nor Chinese with Turk in any language except English, so all are eager to learn to use it fluently.

Here in miniature we find "One World" in spontaneous reality with no imposition from above. Children from twenty different nations and six different religions —Christian, Orthdox and Protestant, Jew and Moslem, Zoroastran and Sikh—study, work, and play together with no clashes or friction of any kind.

Each student's own religion and nationality is respected. No spirit of fevered proselytizing is allowed, nor is there any hush-hush attitude towards religious convictions. Religion is emphasized as a necessary foundation for this modern age and all students enter into the spirit of the school and join reverently in repeating the "Lord's Prayer" as expressive of man's common need. Love of God and of one's fellow man is emphasized and as a result the students at Christmas time contributed more than $500, of clothing and lots of toys to orphans, to the needy, and to the children of a school for the blind.

International Relations

Here in the borderland between Western democracy and Russian communism the students have a critical first-hand knowledge of what is meant by freedom of speech and religion. The International Relations Club makes a special study of present world problems; history classes take a special interest in studying the growth of democracy in America; and they all make note of the problems, mistakes and successes in that far-away land. They hope that this laboratory study of democracy at work in one country will help them to profit by America's mistakes and achievements when they return to work in their own countries.

Student Government

Student government is more than a name in Community School. The school administration feel that this is the time and place to give to those who will be returning to their different countries something of our American conception of democracy and self-government. Eighty students in grades seven through ten hold weekly meetings as a school government association. Their constitution is patterned after that of the U. S. A. Officers are nominated twice a year, speeches are made, campaign managers are appointed, and for one week the students are impressed with the responsibility of choosing the best candidate. Regular tickets are nominated but students are permitted to split their ticket. Formal ballots are prepared and students cast their ballots as their names are checked off by a committee of control. The student government arranges the athletic program, chooses class proctors, and provides for weekly programs. School parties are managed by the students themselves: they issue invitations, arrange decorations, prepare the program, buy refreshments, prepare and serve them, and gain as much from making these arrangements as they do from the party itself. Rules about

chewing gum, comics in class, and trading stamps during recitations have been made and enforced, and strict measures are taken to prevent cheating on examinations. So, here in the midst of the despotic East there burns a torch of liberty and freedom for two hundred eager students in Iran.

The officers are a cosmopolitan group as might be expected. The retiring president, Moard Mohamadoff, Russian, and secretary, Elizabeth Strombolis, Greek, have just turned over the responsibilities of government to George Nissan, Iraqi, and to Sally Schwartzkoff, American. Other officers represent a similar range of nationality.

Curriculum

It is impossible to teach twenty different languages and as many different courses of study, so the course of study is patterned after that of junior high schools in America. Textbooks, however, are chosen with eye to their presentation of a world-wide point of view. Achievement tests are conducted each year so that the standard of the school is kept high. Mathematics, science, and Latin hold no terror for these students, and foreign languages are their daily diet. Most of the students already know two or more languages, and American students who are surrounded by a dozen other tongues quickly become aware of the fact that "foreign language" is something far more vital than some teacher's pet hobby.

Alumni in Other Lands

Many students from the school have already returned to their homeland. Stamboul, Bombay, Baghdad, Jerusalem, Athens, Lucerne, Oslo, Prague, London, and Maplewood, New Jersey, have special meaning to our students whose friends have returned to those places. Most of them keep in touch with their classmates and with the school which has meant so much to them. Emmy Karmazhin from Budapest, Hungary, writes:

"It is my dearest pastime to look at the old school pictures, Christmas greeting cards, Valentines, and the few little memories that I have left. I am looking at them now and I feel that I have to thank you for all your kindness, love, and patience, and the thousand other things I got from you. I want to thank not only you but all the teachers I have known and I want to do this in the name of all those European children who had to leave our dear school, many of whom will never be able to do this. If I had known on that day I said "Goodbye" to everybody, almost five years ago, what I know today about life, no power could have moved me out of Tehran, especially out of the school. We are Europeans, but we grew up in the American spirit and we have learned that Christ's teachings are the intellectual and spiritual roots of whatever democracy and liberty Americans have. We did not want this awful war with its awful dead, ruins, misery, hunger, desolation, want, sorrow, grief, and mourning, but we have to suffer just the same.

"I somehow have a feeling that Europeans should have many American schools like we have in Tehran. If children were taught more love for each other, belief in God, fairness, honesty, understanding other's point of view, denial of self for others, then they wouldn't want war when they grow up.

"I told many people about our school, but they simply couldn't understand that simple way of teaching, friendliness between the teachers and the pupils, and the feeling that makes you want to spend your holidays in school too. Here in Europe something stands between the teacher and the student; it is something like aversion and fear.

"As this letter is just an attempt to find communication with everybody I loved in Tehran I won't write about myself. I only ask you to read my letter to all the students and tell them to appreciate their school because that will be the nicest thing in their lives to think of even if they grow to be one hundred years old."

Scouting

The Boy Scout Troop presented its application for a charter direct to President Roosevelt when he was in Tehran in 1943 and received it shortly afterward. Weekly meetings, projects, and summer camp of both boy scouts and girl scouts leave little to be desired. Their influence is much wider than that of the school for they are a model for other scout troops within the country.

Finances

The school is financially self-supporting except for the plant and the principal which are supplied at mission expense. Tuition fees cover modest salaries which are paid to all teachers and they cover the cost of books and supplies and general administration. Grateful parents from many lands are glad to pay the fees that are charged, and in return they too catch a glimpse of American ideals of freedom and self-government and of American education, textbooks, and supplies as they are used in Community School.

Henceforth when you read of Iran don't be deceived by the big headlines. Do not forget these two hundred children from twenty different nations using American texts as a medium of instruction and making a case study of America so that they may profit from her failures and successes. They are learning from one another as well as from their teachers and textbooks the true meaning of "One World."

How better can we lay foundations than by "Uniting Nations" through their youth as is being done in Community School in Tehran, Iran?

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THE FALLACY OF DIVIDED KNOWLEDGE

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IN A PREVIOUS article of mine which appeared in this magazine I touched on the fact that one of the ways in which modern education has gone sour is in its tendency to departmentalize. At that time my treatment of this vital problem was extremely cursory, and because of its importance in the general educational scheme, a return to it seems almost obligatory.

There is something about the institution of pedagogy which, even in the face of its occasional better judgment, seems to deny the rationale of life. Like the absent-minded professor himself it wanders into a room and forgets what it came for. Slowly through the years for example it has built up a fortress wall of terminology such as "curricula," "extra-curricula," "quality points," "prerequisites," "majors," "minors," "subject matter," "departments," etc. and behind this wall it crouches, safe and hermetically sealed from the dirty-faced, kinetic and *bewilderingly illogical* world outside. Now the peculiarity of educational thinking which I have chosen to call "the division of knowledge" is the spawning ground of much of the terminology mentioned above and, in colleges at least, reveals itself primarily in the establishment of departments. The theory behind departments is that knowledge is divisible. It is assumed that clear cut lines can be drawn between the various activities and fruits of man's thinking. The image would be that of a stock pile, the various items neatly labeled, or of a dismantled prefabricated house. Thus departments such as English, history, philosophy, psychology, and mathematics, carefully divide the spoils for once and for all and circumspectly keep out of each other's territory from that time forward. This fundamental theory leads, of course, to the aforementioned "major" and "minor," which in turn lead to "course credits," "required courses," etc. This is departmentalism at work and as such is bad enough, but the idea of education as a *smorgasbord* is yet primarily intra-departmental in application. Like ambitious amoebas the departments themselves proceed to split up into component parts and we have (in the English departments, for example) composition courses, advanced composition courses, creative writing courses, expository writing courses, modern literature, 19th century literature, 18th century literature, 17th century literature and 16th century literature, each divided according to nationality. Furthermore the great body of literature is split into courses on the novel, the drama, poetry and even biography, each of which is again divided according to its chronology. The process is infinite and inescapable as long as this basic misconception of teaching and learning is adhered to.

It seems obvious that the cause of this fallacy lies in the paradox of man's implacable craving for order in the face of an anarchistic environment. Education, as we see it today, is logical, beautifully logical. It is almost a science. You come in here and you go out there. Two and two make four. Effects always have a cause. The brain (of a student but of nobody else) like Gaul is divided. The "whole man" dangles skeletonly at the end of four years as an immemorial and imperishable model, and all education need do is provide the proper vertebrae and muscle and fat and hair and the world has been saved anew. It is a neat theory, a tight, comforting one. Unfortunately, like so many theories it is false. The acquisition of knowledge is in reality a catholic process. It does not differentiate strongly between literature and philosophy or between history and economics. Nor does it care about centuries or countries. It slops over our strategic boundaries. In its relentless search for "wholeness," it will have no truck with the term "subject matter."

If these generalities are unconvincing let us turn to specific instances. Consider the child. Reading to him is something bound up with the funny paper, which in turn is a part of literature, which in turn has to do with psychology and sociology. Arithmetic as a method of thinking affects his paper route which in turn is part of economics and transportation. Or consider yourself. You read a book not caring whether it is Victrian or Renaissance, but merely because the ideas interest you and in some way apply to your own daily living. Your mind does not draw fine distinctions between psychology, theology, philosophy and history. These terms are mere designations of the various efforts of the world mind, not substantial things. True, there is a distinction between philosophy and history, for example, and a recognition must be made of that fact; but what impoverishment of imagination it is to present the tremendous American Revolution as a mere series of related actions as happens every day in our schools. What an affront to the instinct which tells us that the mind is a pool of knowledge and not an 18th Century garden.

Whether or not departmentalism will ever be abandoned is a moot question. Probably it will not because of its very neatness

and the convenience it affords administration. Also, although many teachers see the inadequacies of such a system, there are too many others to whom the system appeals for approximately the same reason it appeals to administration: it is systematic, it is efficient, it is uncomplicated. Therefore it seems likely that the complacency of these two important bodies will discourage any move toward the junking of the ponderous machinery and a genuine recasting of values.

While all this goes on, a somewhat significant part of the whole educational pagoda will suffer. The student, notoriously patient in the face of stupidity and contradiction, will continue to be put through his paces, will be dulled and bewildered by the failure of education to make sense. Occasionally he will rebel. He will object to being treated like some sort of corporeal building onto which ells and chimneys and balustrades have been tacked helter skelter. He will note the repetitions, the overlappings, and more than that, the omissions in his general knowledge. He will crave the "whole story"; he will want a pathway to an understanding of life instead of the honeycomb he has found. He will recall cynically the old adage: "Don't let your studies interfere with your education." Occasionally he will take action. He will quit college or he will find himself one that comes closest to what he dimly feels a college should be. For the most part, however, he will resign himself philosophically to nearsightedness of his elders. He will reflect sadly that "after all it is the people you meet and not what you learn that makes college valuable." He will set about in the attempt to make his own coherence out of the miscellaneous samplings because that is all he can do.

It would not be facing facts to imply that some action has not been taken to correct this abuse of common sense. Many colleges have resorted to patchwork in the form of history of ideas, comparative literature and comparative history courses, the tutorial system, etc. Some have even attempted to bring history and literature together on a common ground. Even more drastic have been such experiments as that at St. John, and elsewhere. But none of these, it seems to me, gives the whole answer. More complete revolution is necessary. The college program must be laid out on a vertical rather than horizontal basis. The honeycomb image must be replaced by the highway. The number of courses must be drastically reduced so that the basis can be shifted from specialization to broad comprehension. The semester limitation must be obliterated and, in fact, the whole time concept in education must be erased. In other words, college education's basic conception of itself must change so that instead of being a holding house of specialists to whom the student must flit like a bee to flowers, it becomes a cooperative where eager men join together in helping the student exploit the accretions of centuries. Above all, these central conceptions must be grasped: that knowledge is not chauvinistic, that the important component of every branch of learning is the Idea, and that students after all are human beings and learn like them.

Movies and Mental Health

GEORGE K. MORLAN

"CROSSFIRE" and "The Corpse Came C. O. D." illustrate how two stories that are alike in dealing with pathological brutality can be very different in their influence on mental health. The Corpse Came C. O. D. is a more than usually diverting mystery, but the end result of a series of sickening slug fests and multiple murders is not an aversion for cruelty but a tolerance for it. Since emotional control is an important end of mental hygiene, pictures that make us callous to brutality and murder might seem to promote healthful control. However, the goal of mental hygiene is not cow-like composure. Indeed, tolerance for cruelty is as sickly as unjustified terror or anger. We should be angry at injustice, and the unhealthful aspect of the usual mystery such as The Corpse Came C. O. D. is that it does not make us angry. Crossfire does, and for that reason its influence is more healthful. It does not make audiences callous to human suffering but makes them more concerned about pathological hatreds that do exist. Recommended.

The juvenile fantasies that went into the writing of the dull novel, Forever Amber, have now been put into an extravagant costume movie. This story of selfishness and moral laxity, as told by a great artist like Tolstoy, could have been enlightening and mentally healthful. But many of the incidents in Forever Amber give one the impression of their being uninhibited, conquering-hero daydreams of a female tramp. Men fight over Amber and die for her. She goes to jail, has a baby in a den of thieves and murderers, but promiscuity triumphs, and she goes very prettily through it all.

Some of the historical detail is interesting and amusing, but the decadence of court life rarely has the living quality of people suffering when they get hurt, even when the characters speak about the suffering Amber causes. Amber is also extraordinarily beautiful that the sordidness of her be-

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havior and that of the others is devoid of the human reality.

Although Forever Amber cannot be recommended, censorship is an unhealthful method of making it harmless. Because of the blown-up wave of criticism, people who see the film are more likely to notice and vicariously enjoy its immorality than they would have if the film had not been so marked for attack.

The autocratic principle of censorship is not only based on the unsound assumption of infallibility, but such imposition over the minds of people interferes with the essential process of growing up. People need to be encouraged to grow up if they are to achieve emotional stability. They will be helped toward maturity only if given the opportunity to choose for themselves when the facts have been presented to them.

High Conquest is a story of terrifying mountain climbing that will turn your stomach upside down for no good purpose. Avoid even on those nights when dishes are given away.

As these notes are being written, I am preparing for my mental hygiene course next term. The following are some older films I would like to use if possible as supplementary material in the course: Now Voyager, a fine authentic account of the development of a neurosis and its treatment; The Magnificent Dope, and You Can't Take It With You, reminders that gnawing and endless dissatisfaction is not necessary for good living even today; Here Comes Mr. Jordan, a wholesome attitude toward life and death; David Copperfield, a story that tells effectively that love makes life good.

IS PHYSICAL EDUCATION A PROFESSION?

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TODAY'S physical educators hold that physical education is a separate and distinct profession. In their classrooms, in their journals, over the rostrums, in their textbooks,* they tirelessly reiterate this belief.

Physical education is not a profession any more than mathematics is, or history or geography. Physical educators are professional men and women not because they are versed in the fine points of physical education. They are professional because they teach. Physical education is a speciality, an area of concentration in the broad field of education. To insist on the opposite is to deprive the subject of a fitting place in the educational sun.

How did physical education acquire the tag—"separate profession?" Certainly not from the Greeks. Under the directorship of Plato, the ancients co-starred it with music and had for its purpose the development of the soul. Nor did it come from the 19th century Sweden or Germany, so noted for their emphasis on directed physical activities. Per Henrick Ling sang that physical education was closely allied with military needs, and Federick Jahn, stirred by patriotism and the need for national strength and unity, beheld in physical education a means to unite this country.

No, it was in America at the 1889 physical training conference in Boston that the first faint cries of "separate profession," began to sound. When physical education was recognized at this 1889 meeting of minds as something more than physical culture or a tool for political and national unity—when it was seen as a possible contribution to the education of the whole man, there commenced much feverish activity among its enthusiasts toward raising standards and achieving a worthy place on the school curriculum.

Unhappily, as is sometimes the way with zealots, enthusiasts at the conference went too far. Laughed at for so long, they resolved that a professional cloak of their own was the only hope for respect rightfully due them. A highly specialized practitioner basis is the shelf upon which they have placed physical education, and in the manner of most shelves it is out of the child's reach.

Consider the situation. To cling to the belief that physical education is a separate profession is to hold necessarily to the ideal that a specialist alone is the proper one to offer physial educa-education in our nation's schools. Creating no difficulties for secondary schools wherein all subjects are offered through the departmental systems and by specially trained individuals, "the separate profession" school of thought does, however, present grave problems on the elementary level. *There* the classroom teacher is the instructor for all divisions of learning, and *there* a sufficient number of specialized teachers, even if they were available, can never be universally afforded.

Furthermore, in the elementary school when a physical educator is

*See Williams, Jesse Feiring: Principles of Physical Education. W. B. Saunders Company, Philadelphia, 1939. Chapter 1.

viewed as a practioner practicing his "profession" along side the school doctor, he (or she) devotes all his time to one or two schools, depending upon how financially fortunate these schools might be, or else he spreads himself thin over an entire school system. In either case, physical education thus dispensed can mean emphasis only on the "physical." The physical educator becomes a sort of "second" to the doctor, checking on postural defects and directing the muscular growth of the child. "Education"—education through the physical—is lost sight of completely.

What about the word, "profession"? Some will say it is bordering on the suicidal to become entangled with such a term since it enjoys a wide and free usage. It seems everyone can be called a professional man or woman. A football player who accepts money for playing the gridiron game is "professional." There are the journalism profession, the radio profession, the dancing profession, and that paradox, the business profession.

When the idea of profession is defined, however; when a field of interest is said to have professional attributes if it measures up to the requirements of those traditions—as in medicine and law—then we have firm ground upon which to argue. The following are features for the most part the same in these ancient callings: A body of facts—principles from which skills and practices are drawn; accountability, a code of ethics and a board of superiors to which members of a profession are accountable; the requirement of a license.

Physical education is based upon a body of facts, but so are chemistry, art, mathematics, or cosmetology.

There is no code of ethics officially or tacitly agreed upon for physical education. Any code a physical educator might feel bound by would pertain to the general field of teaching since this is the avenue of expression for his knowledge and skills. Nor is there a board of superiors to which a physical educator must account for his actions, unless it is the school boards of county, city, or state, by which he is employed.

As for the license—a general teacher's certificate is all that is required for one who teaches elementary physical education in most of our schools; and on the secondary levels, special certification is not insisted upon in many cases and there is no agreed minimum of training or experience.

There is still another and perhaps the most important characteristic for our contemplation. Where *does* the lawyer or the doc-

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tor *practice* his profession? Anywhere his services are called for. In city, hamlet, wilderness, home, school, and so on. The only means by which physical education can be disseminated is through teaching on the elementary and secondary levels. Point to a physical education venture outside of an educational system and see if "education" is not lost and emphasis placed on the mere "physical"—on breathing, vitality, beauty, the promise of virile manhood and fascinating womanhood.

It might seem that this is an attempt to minimize the importance and prestige of physical education. On the contrary. Seeing it is an indispensable link in the education chain, as a speciality within the teaching profession capable of holding its own beside of mathematics, history, English, biology and so on, surely does not constitute a minimization. Insist, however, that physical education is a separate profession demanding special, difficult and expensive training and it will remain always a small extra in at least 90 per cent of our elementary schools, and little appreciated on most of the secondary levels.

By all means, retain the schools and departments of physical education now existent in colleges and universities. These are indispensible for the training of supervisors, and just as specially trained teachers are needed for history, English, etc. in departmental systems, so they are needed for physical education. Let us not only retain these schools; let us do more. Let us, for instance, in *all* teacher institutions, give to the prospective classroom teacher upon whom will fall the responsibilty of teaching physical education, the proper techniques and material so that she can instruct in this speciality as easily and as excellently as she offers arithmetic and reading to the children. . .

In the first school curriculum originating with the pioneer families, the art of defense was paramount followed by instruction in providing food and finding shelter. Textbooks were things unheard of and the test of learning was life or death. There has always been and there always will be a need for teaching children how to live, how to survive in a world into which they were born. As that first curriculum mirrored the requirements of a new earth, so today's must reflect our many wants. Our world is different from the one our fathers knew or their fathers before them. Ours is a greater civilization. Ours are greater needs. Physical education, if freed of the cumbersome professional cloak for which it has no need, can be education's way of answering many of them.

It Seems to Me

BYRON C. KIRBY
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A Minimum Testing Program

There are various types of testing programs up and down the breadth of the land. Which is right, nobody knows, but, not strangely at all, everybody thinks he does. That spirit, after all, is what makes America America.

It is not necessary, and perhaps not a good policy, to set up a formal testing program to be followed without deviation year in and year out. Problems change, new objectives develop, and different areas of activity need varying degrees of emphasis. The make-up of an overall testing program is not sacred; it should not be crystalized but, rather, flexible and adaptable.

A testing program should measure intelligence and achievement; it should make clear to the teacher what the child is capable of doing, what he is doing, where his difficulties lie, and where to place instructional emphasis. With this in mind, such a program might take the following shape:

1. A group intelligence test in the last half of the kindergarten to help determine what children are ready for first grade;

2. Individual intelligence tests in the last half of the second grade. It would be just as satisfactory to give a group test here, also, and check high, low, and questionable scores with individual tests. This would minimize the cost of the program and give adequate results.

3. Group intelligence tests in the last half of the 8th year to verify previous intelligence tests.

4. Achievement tests in arithmetic, reading, and spelling in the third grade.

5. Achievement tests in most academic areas in the last half of the fifth grade.

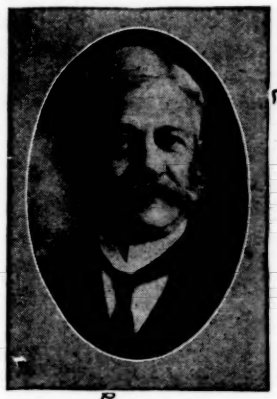
6. Achievement tests on three levels in the Junior and Senior high school.

7. Survey tests on one or two levels about every three years to discover how the local work compares with national norms.

8. Achievement tests requested by teachers on any level any time. (This item is the best part of the whole testing program. Every teacher should be encouraged to test her group frequently. Such a procedure is essential to good teaching; it is a major teaching aid.)

Test results never are an end. I take space to say this because all too often they are treated that way. After the testing, comes a close analysis of each individual's weakness; re-teaching to strengthen weaknesses and to further fix understandings and skills; frequent drill and review to maintain learning; and unifications of new learnings with old ones. (Did you notice that I used the words "drill" and "review"? By golly, that took nerve!)

A testing program is necessary; but let's keep it flexible; let's use it as a tool and not as an end; let's consider it above all else an essential teaching aid.



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WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Teachers' Salaries and Educational-Achievement

Teachers' salaries throughout the nation are better at the present time than ever before. In many places teachers' salaries are still inadequate. Nowhere are they too high.

The 1945-47 nation wide campaign for better salaries for teachers was a good thing. It was a good thing for the teachers, for the schools and for the nation. It was a good thing for the taxpayers because it brought clearly before the public the fact that more money must be provided for the schools if the national welfare is to be safeguarded. The campaign for better salaries for teachers convinced a large part of the public that education in America was at a crisis. It is not too much to say that the people became convinced that the nation would undergo irreparable damage unless measures were taken to keep teachers at work in the schools and to induce young people to prepare for a teaching career.

Now that the salary situation is so much better than it ever has been before, it is up to the school people to improve the quality of the achievements of the public schools. In general the professional work of teachers is good. However, there is no gainsaying the fact that educational accomplishments in the schools have not yet reached the pre-war standard of excellence. This is due in part to the general unrest of teachers which has existed on a nation wide scale and in part to the general unrest of the people as a whole, including parents and pupils. The intensive nation wide salary campaign with its continuous publicity in the daily press, in the professional and popular magazines, and on the radio has held the attention of teachers. This is true in every school district in the United States. Salary matters have been the chief topic of discussion among teachers throughout the whole of the present school year. It would not be fair to say that the chief interest of the teachers has been the matter of salaries. The chief interest of the teachers has been the wel-

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fare of the pupils. .But in my opinion both the quantity and quality of the schools have been lowered in many cases on account of the general unrest and poor morale of teachers, parents and pupils. Active and participating interest in educational research and voluntary reading of professional literature by teachers have been at a low ebb. On the other hand, many of the teachers have maintained their usual high quality of teaching. These are the teachers who were absolutely certain before they went to normal school, college or university that they wanted to be teachers because they knew that for them teaching would be the most important like work they could choose. These are the teachers who do not add to the disrepute of teaching as a profession by continual fault finding and by saying: "I certainly would never advise any young person to prepare for teaching." I once heard Dean William E. Russell say: "I have never known a good teacher who regretted being a teacher."

FOURTH GRADE ENGLISH CRUCIAL

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FOURTH grade English differs from primary school activities in kind as well as in degree. There is a much more formal approach to the various phases. The standards of English are more objective and definite. There is an essential correlation with history, geography, and allied subjects.

Pupils, too, remain longer at given tasks. The afternoon recess, traditional in the primary school, is forgotten. Sub-divisions within a class obtain less frequently—although in reading, in arithmetic, and in some other work they are entirely practical. Pupils are required to manage their note-books, paper, pens, and other materials with a sense of independence not possible in the primary years. In short, English (as well as the other subjects) enters upon a new atmosphere of study; and the "babying" of pupils, uncalled for in the primary years, is intolerable in the fourth.

English becomes a more formal approach in many ways. The recitation-type lesson, the teacher at the blackboard and each pupil contributing his share, supersedes the group lesson. Oral and written work is assigned at large, and the pupils are required to depend more and more upon their own private efforts. Home-lessons complement the work in class. Formal notebooks and other permanent records are required. Formal tests, weekly or monthly, take the place of the various contests motivated according to primary school practise.

Again, the standards of English are, in the fourth grade, precise and objective. The forms of composition such as the technicalities, the sentence, the paragraph, and the letter, require definite knowledge and exact skill. Headings, margins, capitalization, punctuation, penmanship—all must be according to standard, if the work of the grade is to be accomplished. Only in reading, flexible in breadth and depth, may individual pupils show wide variation. In short, the standards of English in the fourth grade require a kind of knowledge not demanded in the primary school. The introduction of the report-card evaluating this knowledge makes the standards of work a matter of formal record.

Finally, the teaching of English is intimately connected with subjects first introduced in the fourth grade. History, geography, science, arithmetic, particularly in problems — all are dependent upon English. Our schools are reading schools. English is the language of common expression. Hence a more serious task confronts the teacher of English, who must demand in all other subjects the skills which are taught in one.

Such, then, are the conditions that modify the teaching of fourth grade English. Not only is the work more difficult but it is undertaken in a different atmosphere of learning. Hence the teachers of English in that grade have a unique opportunity in the several phases of the subject.

Letter-writing, for example, properly introduced in the fourth grade, presents certain standards. The heading, the salutation, and the other parts of the letter are either right or wrong. What is learned in the fourth, will not be unlearned in any higher grade. Boys and girls, in the usage of letter-writing, begin to acquire permanent habits and skills. Teachers, therefore, so far as the form of the letter is concerned must from the first insist upon absolute and almost mathematical accuracy. Hence the necessity for vivid teaching, a series of lessons small in compass but sharply defined, thoroughly taught, and adequately practised. In letter-writing, as in all good teaching, make haste slowly!

Again, spelling in the fourth grade has new characteristics. Besides words from acceptable lists, pupils must learn the various terms of history, geography, and the like. They begin to understand that the spelling of words, far from being a separate, disjointed business, has a direct bearing upon all their work. Hence there must be more actual teaching of spelling and less fanciful testing. A straightfor-

ward written test (after a week's teaching of new and difficult words) suffices to inform both pupils and teachers; and those long drawn out spelling matches and the like should be put aside,—occasions in which the weak are disqualified almost at once and the strong parade their virtues before their hapless comrades.

Allied to spelling is the teaching of vocabulary, and perhaps in no other phase of English, is the difference between the primary and the grammar school more apparent. Formerly, vocabulary development was concerned with concrete terms needed for primary reading, but now a more abstract vocabulary must be acquired. Words like "molasses," "harvest," "bushel," "golden," are of course necessary for primary reading. But a fourth grade should begin to learn and to use words like "muffled," "chatter," "triumph," "mourn," "tingle," "whimper," "somber." In brief, vocabulary now enters upon those shades of meaning, those abstractions, those variations of expression, whose study must continue as long as pupils continue to grow.

Teachers can make a very happy and useful combination of spelling and vocabulary; the former to suffice for ordinary reading, the latter as preparation for more and more advanced literature. For if pupils in the junior high school are ever going to read *Treasure Island, Evangeline,* or *Tom Sawyer,* they must, in the grammar grades, acquire no small power of vocabulary recognition.

The teaching of technicalities, likewise, presents new problems. In the fourth grade there come the following: singulars, plurals, possessives, contractions, quotations, abbreviations, capitalization, alphabetizing, punctuation in series in opposition, and the like. Likewise the significance and use of the dictionary. The fourth grade, too, is the place to teach the use of the index, so necessary for history and geography. These things require the strongest teaching and during the year need continuous review and drill. Since many of these technicalities are first taught (at least formally) in the fourth grade, they should be so taught as to become part of the permanent knowledge of pupils. Boys and girls forget very rapidly, as all teachers know. But, since English in all its phases is so fundamental, pupils must be taught so thoroughly that at least in the essentials of language any future errors will be those not of ignorance but of carelessness. In short, if fourth grade teachers do a good job on their subject matter, those in higher grades will be unhampered in their advance work. By way of corollary, if the subject matter of a given grade cannot be thoroughly taught, the courses of study should be revised. Then sixth grade teachers will no longer be wasting so much time on the form of the letter, ninth grade teachers on the parts of speech, or twelve grade teachers on the punctuation of quotations.

Formal grammar should be undertaken in the fourth grade. For some years grammar has been looked upon as an old-fashioned abstraction, as something reactionary, and pedantic. Currently, there is a return to formal grammar as the very foundation of composition in all its forms. Fourth grade teachers, therefore should introduce parts of speech, the phrase, the clause, and the sentence—all in most elementary form. Once again, the teaching must be in small units, each taught precisely and thoroughly.

Composition in the fourth grade should pretty generally be confined to story-telling, in part oral, in part written. The art of composition, as all teachers know, is very difficult. Hence it should be undertaken slowly and intelligently. First of all, pupils should understand the nature of a story —what it is, how it is arranged, its

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several parts, how it should be told. Naturally these things must not be too involved. Nevertheless the simplest story is essentially the same as the most complex — the difference being not in kind but in degree. Hence pupils should learn the characteristics of the story, before undertaking to relate one. Once again, the fourth grade lays the foundation for advanced work in English. Since composition is so vital—and so difficult to teach—the fundamentals must be secure.

Finally literature takes on new and different significance in the fourth grade. Reading begins to be personal, with the tools of learning sharpened for use, and with the mind fired with enthusiasm for the treasures in books. While the study of reading is not interrupted, reading now becomes a means and not an end. The world of literature is at hand, awaiting only the skillful introduction that good teachers are able to make. The fairy tales of Anderson and the Grimms; "Heidi," "Water Babies," "The King of the Golden River," "At the Back of the North Wind"; the stories from "King Arthur," "Robin Hood," and the "Arabian Nights"; "A Dog of Flanders," "Peter Pan Stories," "Pinocchio"—these are the books which delight boys and girls. Here for the first time they meet lengthy stories, with character and plot and all that contributes to happy reading. One of the interesting things about fourth grade reading is the number of boys and girls who can enjoy such books as "Treasure Island," "Tom Sawyer," and "Alice in Wonderland."

These, then, are the characteristics of fourth grade English. Important in scope, the various phases of the subject demand the finest teaching: thorough preparation, vivid presentation, and continuous and exacting drill. The primary school has provided the tools of learning. Let teachers put them to excellent use in fourth grade English.

Across The Office Desk

JAMES N. EMERY

Jennie Was Down in Hygiene

Mrs. B. is waiting to see the principal in a very much disturbed frame of mind. Ever since Genevieve brought home her report for the past school quarter, she has been hurt over one of the items. Genevieve is fair in arithmetic—none of the family ever had a great deal of ability with figures, Mrs. B. concedes—and her reading isn't very good. Mrs. B. doesn't mind that so much—but Genevieve received a low mark in hygiene, and the more she reflects upon that, the more she takes it as a personal insult.

We'll have to admit that whoever drew up the form for that report card back in the early days made an unfortunate choice of terms. The principal manages by dint of much explanation to mollify Mrs. B. a little, but she departs only slightly convinced, if at all, that this grading is what the pupil does with a textbook on health—the more recent development of the old "physiology" and its cumbersome memorizing of the names of the 204 bones of the body, etc., etc., rather than any criticism, direct or implied, of Jennie's personal cleanliness.

This attitude in itself would not be of serious importance, if it were not for the fact that Mrs. B's touchiness extends in more or less unreasonable measure to the school health program as a whole.

When Genevieve first entered school, Mrs. B. objected in no uncertain terms to the school physician's routine examination for teeth, tonsils and heart ailments. She didn't want any doctor but her own family physician touching her child. "I'll take her to a doctor, if she needs it." And even though the medical inspector's examination comprised nothing more drastic than listening to the youngster's heart and lungs through his stethoscope and a casual glance at teeth and tonsils, she didn't want her child to have any part of it.

If ever the time comes when the nurse in her periodic inspections happens to find Genevieve's curls infested with traces of pediculi ("galloping dandruff"), a condition which is no disgrace to acquire, but a real disgrace to retain, it is easy to see that a more than usually lurid session is ahead.

Now Mrs. B's home is one where the highest standards of cleanliness and care for her children's health are maintained. If all the homes of the community were maintained on her level, there would be little need for a health department at all. Such doesn't happen, however. It is with the idea of protecting, not only Mrs. B's children, but the thousands of others in the public schools with whom her Genevieve is necessarily thrown into daily contact, that an alert and efficient school health organization is maintained.

The health program in the public schools is not only one of the most gigantic ones, one of the most important in the school course as a whole, but it is also one of the most difficult and delicate in its personal application to the individual. It is one of our outstanding national characteristics that we object to regimentation in any form—yet it is one of the essentials of our democratic program that everyone in the public schools should be treated on the same basis—that every safeguard that modern science can devise should be thrown round the growing child, especially in the necessary program of mass contact and mass education. Nothing else can serve in a real democracy.

ONLY THE SCHOOL SECRETARY

HELEN STARR

BUT, WHAT EVER do you do all day long here in the office? And you work all summer? But there are no pupils in school then. What on earth do you do?" These are some of the questions that I, as a school secretary, am often asked.

There is so much comedy and tragedy in the school. Charlie was a boy who spent more time in the office than I did, and he didn't even pound a typewriter. At last the explosion came. Teachers could no longer stand Charlie. (I thought I had been standing him.) Where could he be put? It was decided that Charlie should be seated on a clean box in the coal bin. But Charlie using the box as a ladder and crawling over some of the coal, reached the window and escaped. At present, Charlie is serving his country in the U. S. Army.

One day a little boy came into the office asking for polka dot paint. He told me that when one painted up and down, it left polka dots on the wall. The physical education instructor helped by saying that he had used it on some jerseys. I suggested that the boy try the chemistry department. For all I know, he may still be looking for polka dot paint.

There is always one teacher who belongs to the school as much as the books and students, though deadly afraid of her while in school, will visit her long after they have graduated. Our teacher is Miss Craig. Only the other day, she brought a boy to the office, claiming that he had been truant and had gone hunting. The principal questioned him, but the boy still insisted that he had been ill. Suddenly Miss Craig queried, "How many rabbits did you get?" The boy answered proudly, "One."

Jack comes into the office with a note, "Eating in class." "She called on me to recite. I had candy in my mouth and it bulged way out on one side. When she asked if I had a toothache, I said Yes. But then she smelled the peanut butter."

Being the secretary, not only do I hear the teachers complain of the terrible pupils, but the pupils complain to me about those "terrible" teachers. I am told about the mother who is in the hospital and am proudly shown the report card that finally has a C in arithmetic.

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There was the boy who needed a new schedule card because the old one was in the pocket of his shirt when his mother washed it. There are children who lose books; girls who tear their skirts and need to have them mended, boys who break windows while playing ball; little people who scrape knees and scratch fingers.

Of course, some days, like today, aren't such busy ones. I answered the telephone about twenty-five times; delivered several messages; sent tuition bills to sixteen districts, listing the names of all pupils in those districts; prepared thirty sheets of material to be used at the School Board meeting; took dictation and transcribed some letters and dittoed some others; went to the stock room for supplies; filled out tardy slips; counted the receipts from the cafeteria; dusted the office, cleaned a pile of stencils from yesterday's mimeographing; introduced some visiting teachers; made several transcripts for former students; did some filing between interruptions—and I think that is all. It really was a very dull day.

One part of my job each summer is to get a list of all the pupils who should be enrolled in our school the following year. This means taking a daily four-hour hike through the borough, climbing stairs, ringing door bells, rapping on doors, petting dogs, and saying hundreds and hundreds of times, "Are there any children here between the ages of four and eighteen?" And answering such an answer, as "Yes, we have one. She's just going on three." I visit dingy apartments and houses where the odors greet you before the people do. The more dirt on the banisters, the more children in the house. I hear about little Susy's measles and Johnny's sore throat. According to the rules in the census book, it is the parents who are to supply the information, but little Jane often will pop out with the answer that is, according to her mother, " On the tip of my tongue. But 'pon my word, I can't remember when her birthday is. Isn't that awful? Janie, when is your birthday?"

Willy, the janitor, was right, when he said, "Folks is folks and I like 'em the way they are. They're just like the weather. No changin' 'em. And the kids. You can't let them go wild. An engine without a governor would destroy itself. That there's philosophy." . . . And you need philosophy to be a school secretary.

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OF EDUCATION IN ACTION

Louisiana Judge Raps Pay Discrimination

NEW ORLEANS—Federal Judge Wayne G. Borah ruled that Negro schoolteachers must be paid the same salaries as white teachers of equal qualifications.

He said Negroes are denied equal protection of the law as guaranteed by the Constitution when they are paid under a dual system which provides higher salaries for white teachers.

Judge Borah's decision came in a three-year-old case against the Iberville Parish (county), La., School Board. Wiley Butler McMillion, a Negro principal, sought a Federal Court injunction to halt what he called discrimination against Negro teachers.

Judge Borah ruled that an injunction would be inappropriate because of the lapse of time. But he left the way open for Mr. McMillion to go to court again in case he believes his rights are being violated.

Mr. McMillion said that as principal of the school at White Castle he received an annual salary of $505.50, while a white teacher of similar qualifications was paid $1,474.20.

Shortage and Surplus Of Ohio Teachers

COLUMBUS—A shortage of elementary teachers and an oversupply of secondary teachers appears to be developing in Ohio, according to Clyde Hissong, State Director of Education. One out of every nine students enrolled this fall in the state's colleges and universities contemplates entering the profession; the overwhelming majority are preparing for secondary school positions.

With hundreds of capable teachers leaving the field each year for business, industry and marriage, the number of elementary school teachers supplied by the teacher-training institutions has been inadequate. On the other hand, Dr. Hissong reveals, the supply of secondary school teachers is building up to the point where there will be keen competition for vacancies.

Federal Grant Sought For College Scholarships

WASHINGTON—A national scholarship program for America's colleges and universities, with an immediate outlay of $135,000,000 to provide grants to 300,000 students during the coming academic year, was advocated by the President's Commission on Higher Education, in the second of its six-volume reports made public here.

Twenty per cent of all non-veteran students would receive grants ranging from $400 to $1500 yearly, under the terms of the commission's plan. As the number of veterans decreased on the campuses, the total value of the federal grants would tend to increase. The commission estimated that by 1960 the scholarships and fellowships might reach one billion dollars annually.

In addition, the commission proposed that fellowships be awarded to graduate students—10,000 next year, 20,000 in 1949-50 and 30,000 for the next three years. Each fellowship would be worth $1500, and would be renewable for four years.

The commission made a series of recommendations to provide greater opportunity for all who are qualified to go to college.

Attacking the "quota system" and the segragation of Negro and white children in the southern schools and colleges, it declared that the colleges must take the lead in providing equal educational opportunities, regardless of race, creed, color, national origin or economic status.

Establishment of "fair educational practices" laws, similar to the fair employment measures enacted in New York, Massachusetts and elsewhere is proposed in the report.

The primary purpose of a federal scholarship program, the commission said, is to equalize educational opportunity by eliminating the economic factor in determining college attendance.

Harvard to Measure U.S. Ignorance of U.S.S.R.

CAMBRIDGE, MASS.—A survey of research for further knowledge of Russia in this country is being undertaken by Harvard University. The study will be financed by an allocation of $100,000 from Carnegie Corporation of New York.

The research team, under the direction of Clyde K. M. Kluckhohn, Professor of Antropology, will pose a series of questions regarding postwar Russian life and culture which need study and will determine the extent to which data answering these questions now exists. Thus, it will supply American scholars with an outline of some of the gaps in this nation's knowledge of the USSR.

All results will be made public, in accord with the general policy of the University in regard to all research activities.

Pokey Readers Poorest Students

NEW YORK—The more careful and concentrated one's reading is the less he learns, it was asserted by Norman Lewis who has studied the reading habits of 700 men and women taking courses in the City College Adult Education Program.

He said the fast reader developed a much keener perception and understanding of the material.

"Too-careful reading," he declared, "leads to an excessive concentration on detail, and the result is that the reader loses the meat of the text."

Mr. Lewis said slow reading was caused by lack of concentration, word-by-word reading, poor vocabulary, slow perception and poor background. Mr. Lewis's formula for correcting these flaws is: "Keep reading."

Speaker Cites Fallacies In Teaching English

SAN FRANCISCO — Considering the time spent, the results obtained in secondary schools and colleges from the teaching of English composition are poorer than for any other subject, J. Paul Leonard, president of San Francisco State College, told the annual meeting of the National Council of Teachers of English here.

Dr. Leonard said that most of the pupil's time was "spent on grammar rules he forgets and on writing compositions on subjects in which he has no interest nor any information."

He listed "six common fallacies in basic assumptions in composition teaching" as follows:

1. "That a child cares whether he speaks correctly or not. He doesn't until he feels the social pressure of his own group.

2. "That language is a set of rules to be remembered. It isn't. It is a tool for the development of personality.

3. "That teaching correct English is the most important part of the composition course.

4. "That grammar helps people speak correctly. Instead, it deters them from the purpose of language. If you want to be important, guide youth in their search for ideas and your work will be felt in every class in school.

5. "That a boy or girl can learn to express himself correctly, clearly and effectively by taking regular courses in English composition in school.

6. "That a good English teacher is made by majoring in English and minoring in a foreign language."

Dr. Leonard contended that good English teaching involved a "thorough psychological knowledge" of the pupil, his interests, abilities, ambitions, social status and the like; provision of "abundant opportunities to read, hear and discuss freely" a great variety of interests and problems, and guidance in searching for ideas and in adjustment in the social group, plus clinical facilities available through the school years.

Engineering Students Discover Literature

ST. LOUIS—Engineering students at Washington University are studying the classics along with calculus this year and like it.

Previously, the engineers, as in most institutions, had been so preoccupied with the slide rule that they had little time for reading good literature.

The new course was introduced to teach practical-minded engineering students that good books are not "sissy stuff."

Prof. Alex Buchan, one of the instructors, says students are surprised to learn that they can earn credit for "just reading."

New Teachers Shun Small Fry Jobs

NORMAL, ILL.,—Teachers with new diplomas apparently are shunning the small fry these days.

The job the placement director for Illinois State Normal University said the biggest shortage of teachers this year is in elementary schools.

Dr. J. W. Carrington reported only 55 of the 194 now teaching from last year's elementary class went into elementary work. No one is teaching in a rural school.

Walking to School—Modern Version

MERIDEN, IOWA—Royce, 18 and Ronnie Mortenson, 17, look back on the days when grandpa used to trudge along the dusty road and smile a little.

Royce and Ronnie fly to school with the older brother at the controls of the family's plane. They take off on a quarter-mile runway on the farm of their parents, six miles from here, and land on an even shorter field near the school.

Character Proposed As Curriculum Core

SAXTONS RIVER, VT. — A call to educators to build high school programs on the score of character education was made by speakers at the opening exercises of Vermont Academy's charter month marking the seventy-fifth anniversary of the issuance of its charter.

More than 250 parents and friends of the academy heard Dr. Charles C. Tillinghast, headmaster of Horace Mann School, New York, ask for understanding of the problem of educating high school youths.

Teachers Primed To Meet Problems

CHENEY, WASH.—By means of a course discussing problems they will meet on the job, Eastern Washington College of Education is attempting to gave teaching candidates a realistic approach to their future profession. It is an effort to give young people the benefit of the experience of people who have learned the hard way.

The course frankly treats every phase of what a young teacher should know.

Future discussions will cover the teachers' participation in community activities, from politics to P. T. A.; grooming, dress, manners, personal habits; reconciliation of conflicting philosophies of education between teacher and administration, teacher and parent; practical adjustments while keeping philosophical ideals; keeping up with the world; best use of salary; professional growth; how to establish satisfactory working relationships; how to promote mental, moral and physical welfare of pupils; ability to dignify one's calling; gaining respect for the profession.

Georgia Studies Science Teacher Training

ATLANTA—A committee composed of members of the College of Education and representatives of the science divisions of the University of Georgia is formulating a program for the professional preparation of science teachers in the state's public schools. Declaring that a need exists for better-trained teachers in the fields of physics, chemistry, botany, geology, and geography, the committee will attempt to overcome the many shortcomings of the present system through the introduction of a revised program.

Return to Teaching Observed in Kansas

TOPEKA, KAN. — A definite trend back to the teaching profession is taking place in Kansas, after a lapse during the war years, according to a survey made by the State Director of Teacher Certification.

The total number of students preparing for the teaching field in Kansas colleges and universities is approximately 37 per cent greater than it was at this time last year, Director Floyd Herr has disclosed.

Sees College Enrollments Doubled in West

SAN FRANCISCO, CALIF.—College enrollments in 1950 may be about double pre-war peak figures in California, Washington, Oregon, Arizona, and Nevada and colleges, and universities in these western states face this potential flood of students with facilities which are "woefully inadequate."

This was the warning given here by Dr. Alvin C. Eurich, chairman of the Pacific Coast Committee of the American Council on Education, in presenting the committee's report on a college age population study for the years 1947-64.

Dr. Eurich pointed out that the statistical projections used in the study were on the conservative side.

"By 1950 or earlier the enrollments in colleges and universities might be double the prewar peak, and by 1964 perhaps even double the record-breaking 1946 enrollments," he declared.

Wisconsin Baby Boom Scares Schools

MADISON, WIS.—Wisconsin schools are overcrowded now, but Paul Weis hates to think what it will be like in 1953.

Weis, state director of vital statistics for the Wisconsin health board, reported Wisconsin is experiencing a baby boom. He estimated this year's births would reach 80,000 for a new record.

He figured by 1953 this year's babies would boost school enrollment 51 per cent more than enrollment this year, with 27,000 more children in the first six grades of school.

Colgate Resumes Washington Study

HAMILTON, N. Y. — Colgate University's Washington study plan, designed to promote a better understanding of Congressional and governmental activities among students through actual observation, has been resumed after a lapse of five years. This year, as in every year since the second session, ten students are living on Colgate's mythical Capitol Hill Campus.

Sitting in on sessions of the House and Senate, talking to key Government leaders and visiting administrative agencies all help to introduce the students to the ways of Washington. A general class and a seminar conference are held each morning, followed by a group conference with bureau chiefs and officials who explain the functions of their agencies. Sometimes an interview with a Congressman may be included in the morning's agenda.

After lunch, working in pairs, the students visit an agency to which they have been assigned as part of their major project. Through conferences, interviews, informal discussions, hearings and visits to field stations, they learn to understand the real work of that office and its relationship to others.

Upon returning to the campus in late January, they will be required to submit a comprehensive report detailing the activities of these agencies.

Colleges More Crowded Than Ever, U. S. Report

WASHINGTON, D. C.—The first complete reports on this year's college and university enrollments, as stated by the U. S. Office of Education, show a total of 2,338,226 students in institutions of higher learning. This is 260,131, over the 1946 peak, or an increase of 12.52 percent.

The largest perecntage increase in enrollments, 26.05, is reported by negro institutions. In all institutions, roughly a million more men than women are now enrolled.

Forty-eight percent of the total number of students are veterans. This exceeds last fall's total by 42,342. Only junior colleges show a drop in the number of veteran's—2,571 fewer than last year.

Commissioner John W. Studebaker noted that about 85 per cent of the institutions reporting will accept students for the spring semester or next fall despite present overcrowding. "We may expect further adaptation of college plants and programs to serve the growing demand," he added.

"Classroom of Future" Seen in Samples

NEW YORK — After ten years of study by educational specialists seeking to develop the "classroom of the future" for city schools the first of these modern rooms are now in operation at three temporary veterans' housing developments in Brooklyn and Richmond.

A far cry from stereotyped classrooms, the new version includes more than a score of advancements. Conference and library corners, separate areas for industrial arts and science and other work projects, bins for clay, open racks for lumber, cabinets for paint and glue, a double sink, portable easels and open book and magazine shelves are some of the changes incorporated into the new room.

These rooms were made possible through land and building grants of the State Division of Housing and the New York City Housing Authority. The Board of Education is providing teachers and equipment.

New Jersey School Gets Television

NUTLEY, NEW JERSEY—Television is now a permanent part of the high school program here.

A large screen-direct-view receiver, specially designed for school use, was presented to the Nutley Board of Education by a local manufacturer, Industrial Television, Inc. The screen and loud speaker are set up on the stage of the auditorium on a rolling platform which may be moved back into the wings after use. Controls are housed in a separate unit permanently mounted back stage.

A study of the reactions of students and teachers will be made during the school year under the supervision of Floyd E. Harsham, Nutley supervising principal. The first program viewed by a student audience of nearly 1,000 included the opening session of the United Nations Assembly.

U.S. Group Attacks Misfit Curricula

WASHINGTON—For up to 80 per cent of their students, high schools might well toss out such courses as algebra and foreign languages, such literary classics as Silas Marner and Il Penseroso, a commission which wants the nation's secondary-school curricula revamped suggested.

The commission added that colleges may need to change their teaching

techniques and courses as much as high schools do—and that one of the greatest needs is for moral and ethical training.

The commission on life adjustment education for youth, appointed by the U. S. Commissioner of Education for a three-year term, proposes to help U. S. high schools readjust themselves to provide adequate training for the estimated 4,000,000 students—60 per cent of their enrollments—who are attending classes aimlessly, studying subjects of no particular application to their future. An additional 3,000,00 have droped out of high schools for lack of satisfactory courses.

Unit on Education Free to Schools

LOS ANGELES, CALIF.—A resource unit for use in secondary schools has been developed to impress students with the indispensability of education in a democratic society.

Schools for many years have taught units upon communication, transportation, industry, Indians, and foreign countries, but have neglected to sell the merits of education to future voters, taxpayers and legislators while they are still in school.

The unit was developed by an advanced graduate class at the University of Southern California under the direction of Dr. Emery Stoops and published by the California Teachers' Association, Southern Section. Copies may be secured without cost by addressing California Teachers' Association, Southern Section, 612 South Figueroa Street, Los Angeles 14, California.

G. I. Education Benefits Used Up by Only 8,400

WASHINGTON— The Veterans Administration reports that only 8,400 ex-service men have used up all the training to which they are entitled under the G.I. bill of rights.

Trainees who have exhausted their educational benefits constitute less than two-tenths of one per cent of the 4,302,000 veterans who have thus far enrolled under the law.

V. A. officials said however, that some 1,890,000 veterans voluntarily discontinued training before they had served the maximum period.

Army Sells 3Rs To Young Yankees

FRANKFURT—The U. S. Army is preparing to bring school instruction to the homes of American children who live in German communities having American populations too small to support an American school.

Home instruction courses will be offered at a charge of $5 per semester —"only a small fraction of the cost," Army headquarters announced. Parents or privately employed supervisors can conduct the courses.

These Chinese Teachers Paid in Rice

FOOCHOW, CHINA—Rice is part of tuition for a boy entering Foochow College here—60 pounds to be exact. The standard pay for each teacher is 150 pounds of rice a month. Rice is the most satisfactory form of payment because it fluctuates with the market and what the teacher and his family do not eat, they can sell. The average person eats about a half a pound of rice a meal.

Grins Between Grinds

SILVER TONGUED

At the motor show the salesman was endeavoring to interest a girl in a smart little two-seater on the stand. "Has it got every modern improvement?" she inquired.

"Everything, madam," he responded gallantly; "the only thing it lacks is a beautiful owner."

He sold it.

REMOTE CONTROL

Jean: "My father said he didn't like women that drive from the back seat."

Gordon: "What did your mother say to that?"

Jean: "She said back-seat drivers were no worse than men who cook from the dining room table."

A HEAD START

Two small boys at the Salvation Army dinner put their grimy hands side by side on the tablecloth.

"Mine's dirtier than your'n!" exclaimed one, triumphantly.

"Huh!" said the other disdainfully, "you're two years older'n me.'

COZY

"I hear you sold your pig."

"Yep. Sold him this morning."

"What did you get for him?"

"Eight dollars."

"What did it cost to raise him?"

"Paid three dollars for him and five more for the feed."

"Didn't make much did you?'

"Nope, but I had his company all fall."

INCRIMINATING

An old maid who was the self-appointed supervisor of village morals, accused a man of being a drunkard because she had seen his car parked outside of a tavern.

The accused man made no comment but the next evening parked his car outside his accuser's door—and left it there all night.

WHISTLER'S WANTED

A lady entered a grocery store and asked the clerk for "the soap in the red box."

"This one, ma'am?" queried the grocer.

"Yes, I think that's the one I want. But would you mind whistling the commercial just to make sure?"

FINAL TEST

A man, answering an ad for a chauffeur's job, was being examined by the car owner. He asked if he had traveled much in other states.

"Yes, sir," replied the prospective chauffeur.

"All right," said the car owner, handing him a road map, "let me see you fold it."

HOW FLATTERING!

A saleslady in a swank hat shop is now thinking twice before she speaks. A customer who knows her own mind started out with "Nothing with a veil, please."

"Why not, miss?" asked the helpful salesgirl. "You have just the face for a veil."

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

Ginn and Company
Boston

Henry Holt and Company
New York

Houghton Mifflin Co.
Boston

The MacMillan Co.
New York

McGraw-Hill Book Co.
New York

G. and C. Merriam Co.
Springfield, Mass.

Newson and Co.
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Prentice-Hall, Inc.
New York

Row, Peterson and Company
Evanston, Ill.

Benj. H. Sanborn & Co.
Chicago

Charles Scribners' Sons
Boston and New York

Silver Burdett Company
New York

Scott, Foresman and Company
Chicago, New York, Atlanta, Dallas

Webster Publishing Company
St. Louis, Missouri

John C. Winston Company
Philadelphia, Pa.

World Book Company
Yonkers-on-Hudson, N. Y.

Jewelry

L. G. BALFOUR COMPANY
ATTLEBORO, MASS.
Class Rings and Pins
Commencement Announcements, Diplomas, etc.
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Lantern Slides, Stereographs

Keystone View Co.
Meadville, Pa.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

School Supplies

J. L. Hammett Co.
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Typewriter Service

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